

D17: California Gold Rush Adventure & Writing Prompt (25 pts; Due D19)

One of the biggest reasons that people traveled through Utah was the lure of land and gold in the West. In 1849, a gold discovery set off a massive exodus of people looking to “strike it rich” in California, and make their fortune. Have you wondered what it might have been like to strike it rich in the California Gold Rush? Well, now is your chance!

Watch the online video I created to learn more about the assignment: <https://youtu.be/iCplzRnedaU>

1. Click on the [Strike it Rich](#) link to start the game, and make sure to read the individual biographies of each person.

2. For each of the 5 people:

- a. Review the ethnic background, gender, and place of origin (what city did they come from)
- b. Check out the rankings – health, wealth, mining experience, and business know how
- c. Note the possessions of the person
- d. READ THE ENTIRE BIOGRAPHY of each person and understand the main reasons for their desire to “strike it rich”

3. **YOUR CHOICE: AFTER READING THE ENTIRE BIOGRAPHIES** of each person, select the **one person** you feel will have the greatest chance for success during the gold rush. **Be prepared to explain the reasons why you selected the person.** Put a good deal of effort into this question. It will be graded!

4. **MAKE YOUR WAY:** Once you select your person (person #1), read the information about your journey and the different options that you face. **READ ALL YOUR OPTIONS** before making your choices. For many of the options you will need to give up something – health, wealth, mining experience, and business know how, in order to gain something. Be careful with your decisions.

When you make decisions, be sure to read the pop-ups. For example, during a hospital stay, you might learn information from another patient. **DO NOT RUSH!** Read and process!

5. **Describe your adventures!** As you progress, take notes on the following: What was the end result? What decisions did you make? Were you pleased with the outcomes?

6. Continue again as **another / different character (person #2).**

To conclude, you will answer the following **writing prompt:**

Assignment: Compare and contrast the experiences of your two choices during the gold rush:

Turn in the following questions and answers, with the title of the piece being the character you chose: Example: “A white man from New York”. This assignment is due **D19**

Question #1 – What is / was the **gold rush**? What are the goals of individuals who want to strike it rich?

Question #2 -- Explain who you chose to play as for your first time, and why.

Question #3 – Person #1’s background (review as needed from paragraph #2), experiences, and results (please include your final stats)

Question #4 – Person #2’s background, experiences, and results (please include your final stats).

Question #5 – Conclusion: what did you learn from this experience? Why did / didn’t you have success?

Have fun, and good luck! Refer to the following **rubric on the backside** as needed (score: ___ / 25)

Writing Prompt Rubric:

Criteria	Accomplished 16-20%	Satisfactory 11-15%	Developing 6-10%	Beginning 0-5%	Score
Context & Accuracy	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The essay contains at least 5 accurate facts about the topic.	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The essay contains 3-4 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The essay contains 1-2 accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. No accurate facts included.	
Organization	The essay is plainly divided into at least 5 major paragraphs, and answers each of the questions asked	Essay is divided into 2-3 paragraphs, but can be easily understood and answers the questions.	Some paragraphs lead the reader through the paper, attempts to follow the assignment	Paragraphs are missing and disorganized; it doesn't follow the assignment.	
Message Strength	The message to the viewers is clear, strong, & persuasive; viewer easily understands the message. Utilizes most or all of the discussed persuasive techniques very well	The message is clear. Uses several different persuasive techniques to good effect	The message is somewhat clear, but not very powerful or strong. Uses at least one persuasive technique moderately well	The message is unclear or weak, and the viewer struggles to understand the point. Doesn't utilize persuasive techniques well	
Flow	The major ideas are backed up by the supporting information and that information is accurate.	The major ideas have some supporting information that is somewhat weak or inaccurate.	The major idea has some back up information but is mostly left on its own, or is incorrect.	Supporting info poor/nonexistent. Awkward insertion of wording hinders information flow	
Conventions	The writer demonstrates a strong grasp of conventions by using punctuation, capitalization, grammar, usage and paragraphing in a way that enhances the message of the paper. There are no spelling or punctuation errors.	The writer demonstrates a good grasp of standard writing conventions: spelling, punctuation, capitalization, grammar, usage, paragraphing. Writer uses conventions effectively to enhance readability. Less than three spelling or punctuation errors present.	Writer shows a reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability. Three to six spelling or punctuation errors present.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. Multiple spelling or punctuation errors present.	

Comments:

Total Score:

Tips to Make this Assignment Awesome! (50 pts available):

- Use fresh, original ideas; also, ideas should be backed up by accurate examples, illustrations and a variety of support.
- Make sure your message to the reader is clear, strong, persuasive, and easily understood.
- Demonstrate a strong grasp of conventions by using proper punctuation, capitalization, grammar, usage and paragraphing in a way that enhances the message of the paper.
- Make sure your product is neat, well-organized and easy to follow. Use creative illustrations that support your message.
- Take the assignment and complete it in a way that is your own.